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Bessie Campbell

NOVEMBER, 1892.

# *THE* **Normatia.**

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**JOS. CARHART,**  
St. Cloud, Minn.



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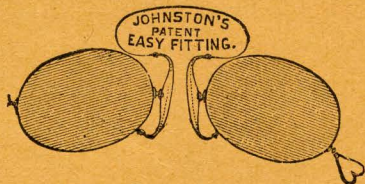
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ST. CLOUD, - - - MINN.



# THE NORMALIA.

VOLUME II.

ST. CLOUD, MINN., NOVEMBER, 1892.

NUMBER III.

## The Normalia.

### ✻ EDITORIAL ✻ STAFF. ✻

Editor-in-Chief.....	W. A. Shoemaker.
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Rostrum.....	{Martin Kranz. Laura Hart.
Exchange.....	{Eleanor I. Cramb. Mabel Rich.
Model School.....	Nellie V. Clute.
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Young Men's Christian Association.....	O. J. Arness.
Personal and Local .....	{Io Barnes. Geo. Woodworth.
Business Managers.....	{Syver Vinje. P. P. Colgrove.

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## Editorial.

The greatest difficulty that confronts the teacher in the presentation of his subject lies in discovering just where to draw the line between giving assistance and allowing the pupil to do what he can unaided. Assistance ceases to become assistance, in the highest sense, when unnecessarily rendered. One class of teachers urge that almost no assistance should be given. Those who are extremists of the other sort do all the work for the pupil, he blandly looking on, drinking in as much or as little as he pleases.

It is not necessarily true that he is freest who has most liberty; one may be the veriest slave to his own weaknesses. He is freest who has the highest ideal and the most power of mind and soul. Use this measure by which to test the assistance you

offer the pupil. If he has done more right thinking in consequence of your work and has increased his desire for thinking, he has elevated his ideal and gained in power. If his thinking has been small in amount, he has received little culture from the exercise even though the thinking was his own. Here it is in a nutshell. The teacher's questions should be suggestive, should arouse the largest amount of thought possible on the part of the pupil. When this is done, the help is of the kind that unfetters.

Whenever you say to a pupil, "It is this way, isn't it?" beware; you have as clear a signal that you are doing his work for him as if you wrote his exercises for him without his presence. A *development exercise* means more than presenting a thing logically; it means the presenting of material in a proper manner, in such a manner that the pupil shall be aroused to the necessity of, and allowed the opportunity of working logically and effectively.

A properly constructed question reveals, both to the pupil and the teacher, the exact condition of the pupil's mind. Pupils sometimes dislike the looks of the dreary waste they thus contemplate. They have perhaps learned through their having taken in ready-made results, to consider their minds to be beautiful fields clothed with waving corn and golden grain. The prospect therefore, of being laid bare to one's self is not inviting. The pupil is sometimes for a season angered; but as soon as some seeds of real honest thought take root, he is delighted in the free activity of his powers, and the happy results, his soul is buoyed up, he has a feeling of self-reliance, a hatred for shams, and "he rejoices as a strong man to run a race." Furthermore, in the answer that the pupil makes to the teacher he locates the



disease so that the skillful teacher can determine just what element is lacking, what knowledge the pupil must call up to serve as a basis for his line of thought. Even then he should not tell the pupil but should ask him for it. The pupil being an active participant rather than a passive recipient. Thus the pupil having received real assistance, will go on to greater activity with a firmer grasp of the method of thought.

\* \* \*

The common sense of the country has decreed that there is a certain amount of knowledge and skill that the school must insure to the pupil. Any one who seeks "fads" in education had better see to it that he does not lose sight of the requirements of the general public. The child must be able to read with a good understanding of the subject matter, must pronounce the language fairly well, must be able to write a legible hand, must be able to perform the operations of arithmetic, at least mechanically, with a fair degree of accuracy and rapidity. The educator sees that these are means to a higher end, namely, the emancipation of the human soul—to develop power. They are exercises for the mind to work upon for the sake of its growth. It is possible for the teacher to be lost in contemplation of the end to such an extent that he neglects the means. When the common sense work-a-day parent hears his boy talking glibly about Greek history and finds him unable to write a decent letter; when the boy can number the legs and wings of all the bugs in the neighborhood and can use large words in connection with the leaves of many trees, and finds him utterly unable to "figger up" the cost of a bill of goods, the parent is very naturally disgusted with new methods in education.

An old farmer near St. Cloud recently expressed it thus: "My boy come home tother day and begun to tell me all about his liver and his lights, where they lay in him and what they were good fur. I jist begun to ask him how about the multiplication table. He got along purty well ef I

jist let him slide right along fur a while, then I begun to jump him around; that flummockst him. I was a little riled. I went right to his teacher and ses I, Mr. H., ses I, you have ben to the Normal school and know a heap mor'n I do about some things but I know this, that I want you to stop teaching my boy botany till he gits through with the multiplication table. I was purty mad, I tell you."

A teacher may be a follower after fads and not rouse much opposition, but he must look out for the *substantials* or he will find himself running squarely against a stone wall. Not everyone who is progressive is after fads. The really thoughtful teacher never is. A thing should never be condemned because it is new. Neither should its novelty be an argument for its use. The unprejudiced mind neither accept nor rejects without weighing and comparing.

\* \* \*

President Carhart, more than a year ago, suggested that some good mental springs on the outside doors would prevent many a cold draft from coming in. The suggestion was a good one and the necessary springs have been kept in place. Mental springs are a good thing, but the mental ventillation that we have been blessed with for sixteen years, although it has proven satisfying, has surely not been good for the health. It has been discovered by the gentlemen who are putting the hot air system of heating and ventillation into the building, that the ventillating flues which have been thought to be so valuable and have so often been opened by means of the registers, manipulated by a beautiful cord and green tassel, have no connection whatever with the outside world. "Many a time and oft" have I pulled those cords and breathed a sigh of relief. This is said advisedly, as that was about the only thing that could be breathed. If I ever speak in favor of mental ventillation it will be with a mental reservation.

\* \* \*

Small Boy—Mamma, may I go down to skate this morning?



Mamma—Yes, Johnny, after a little while. (Five minutes elapse.)

Mamma—Johnny, you may bring mamma in a load of wood.

Small Boy—O, mamma; it is too awfully cold.

Mamma—But, Johnny, you wish to go skating, don't you?

Little Boy—Yes, mamma; but I can wear my coat, you see.

\* \* \*

Here is an excellent commentary on the condition of the oppressed laboring man. It looks as though a little education might do no harm: "In one of the towns of Illinois a banker put his private mark on the money he paid out one Saturday night to the wage workers of the town who patronized his bank. Of the seven hundred dollars thus paid out over three hundred dollars came back to him on Monday from drinking saloons in the district."

## Rostrum.

FROM THE SERIES OF READINGS ON THE SUBJECT OF "BOOKS AND READING."

The value of books as a means of culture is at this day recognized by all men. The chief allies and instruments of teachers, they are the best substitutes for teachers, and next to a good college, a good library may well be chosen as a means of education. Indeed a good book is a voiceless teacher, and a great library is a virtual university. A literary taste is at once the most efficient instrument of self-education and the purest source of enjoyment the world affords. It brings its possessor into ever-renewing communion with all that is noblest and best in the thought of the past. The winnowed and garnered wisdom of the ages is his daily food. Whatever is lofty, profound or acute in speculation, delicate or refined in feeling, wise, witty or quaint in suggestion, is accessible to the lover of books. They enlarge space for him and prolong time. More wonderful than the wishing cap of the Arabian tales, they transport him back to former days. The orators declaim for him

and the poets sing. He becomes an inhabitant of every country, a contemporary of all ages, and converses with the wisest, the noblest, the tenderest and the purest spirits that have adorned humanity. (Matthews, in "Hours with Men and Books.")

I have before me a list of books, "books fashioned by the intellect of god-like men," books which every person who aspires to the rank of teacher or scholar should regard as his inheritance from the master-minds of the ages. If you know these books—or some of them—you know much of that which is best in the great world of letters. You cannot afford to live in ignorance of them:

Plato's Dialogues (Jewett's translation.)

The Orations of Demosthenes on the Crown.

Bacon's Essays.

Burke's Orations and Political Essays.

Macaulay's Essays.

Carlyle's Essays.

Webster's Select Speeches.

Emerson's Essays.

The Essays of Elia, by Chas. Lamb.

Ivanhoe, by Sir Walter Scott.

David Copperfield, by Chas. Dickens.

Vanity Fair, by Wm. Makepiece Thackeray.

Hypatia, by Chas. Kingsley.

The Mill on the Floss, by Geo. Eliot.

The Marble Faun, by Nathaniel Hawthorne.

The Sketch Book, by Washington Irving.

Les Miserables, by Victor Hugo.

Wilhelm Meister, by Goethe, (Carlyle's translation.)

Don Quixote, by Cervantes.

Homer's Iliad, (Bryant's translation.)

Homer's Odyssey, (Bryant's translation.)

Dante's Divina Commedia, (Longfellow's translation.)

Milton's Paradise Lost.

Shakespeare's Works.

Mrs. Browning's Poems.

Longfellow's Poetical Works.

Goeth's Faust, (Bayard Taylor's translation.)

Baldwin's "The Book-Lover."



Will you go and gossip with your housemaid or your stable boy, when you may talk with kings and queens, while this eternal court is open to you, with its society wide as the world, multitudinous as its days, the chosen, the mighty, of every place and time? Into that you may enter always; in that you may take fellowship and rank according to your wish; from that, once entered into it, you can never be outcast but by your own fault; by your aristocracy of companionship there, your inherent aristocracy will be assuredly tested, and the motives with which you strive to take high place in the society of the living, measured, as to all the truth and sincerity that are in them by the place you desire to take in the company of the dead.—John Ruskin.

Read the best books first, or you may not have a chance to read them at all.—Thoreau.

For those of us whom nature means to keep at home, she provides entertainment. One man goes four thousand miles to see Italy and he does not see it, he is so short-sighted. Another is so far-sighted that he stays in his room and sees more than Italy.—Geo. Wm. Curtis.

The student's own life is the text, the books are the comment.—Emerson.

The object of reading is not to know books but things; its value depends upon the insight it gives; it is no more necessary to remember the books that have made one wise than it is to remember the dinners that have made one strong.—Matthews.

I verily believe that a great deal of bad company, drunkenness and folly and sin, come from mere want of knowledge, from emptiness of head. A young man or young woman will not learn, will not read, and therefore they have nothing useful or profitable to employ their leisure hours, nothing to think of when they are not actually at work; and so they run off to vain, and often wicked amusements. Gambling—what does that ruinous vice come from save from idleness of head, from having nothing to amuse your minds with save cards and dice? And so

"The devil finds some mischief still  
For idle hands to do."

Therefore, if you want to keep your brain and thoughts out of temptation, read and learn; get useful knowledge.—Chas. Kingsley.

When I open a noble volume I say to myself, "Now the only Cræsus that I envy is he who is reading a better book than this."—Philip Gilbert Hamerton.

\* \* \*

## WHAT SHALL CHILDREN READ?

The reading which appeals most strongly to the young child is that which deals with the relations between people.

The first study from life which a child makes is that of the motives of the people about him, their relation to himself. Scarce has the babe learned the touch of its mother's hand ere it instinctively begins to weigh the meaning of that touch. "What has it to do with me? Will it hold to my lips the cup of life? Does that touch mean protection or does it mean destruction?"

This is, no doubt, the reason why the fairy tale and the myth excite his first, his last, his eternal interest, since that class of reading depicts so strongly, so picturesquely, so humanly, the relation of one living being to another.

A precept may be a lie to a child, while a tale of fiction may be the essential truth the growing soul needs.

Though the child should people his world with its chemical, its vegetable, its animal life, though rocks and rivers should tell him their stories, flowers and trees whisper to him the secrets of their birth, though books of science, history and travel should reveal to him the wonders of the world's natural forces, he would yet have failed to find its deepest and truest history, unless he has enjoyed its works of creative imagination.

Poetry is truer history than is history itself. The songs which have burst forth from the human heart from the early dawn of thought to the present are far more significant than stories of lifeless pebbles or of



flowers which wither and decay, or of birds and beasts which perish and are not. The meanest myth which ever sprang from the lips of the simple, wondering savage in the earth's long childhood, has more of aspiration, more of inspiration in it than the whole world of soulless wonders. The highest office of reading is not to open the eyes of the child to the evolution of the material world, or to teach him to adapt its resources to his own subsistence; he needs no books for that. The greatest hunger of the human soul is not for food. It is that he may better understand soul-motives and heart-needs; that he may more freely give to the heart-hungry and more freely receive from the soul-full; that he may live out of and away from his meaner self; that he may grow all-sided; that he may look with analytic rather than critical eyes upon the erring; that he may relish the homely side of life and weave beauty into its poverty and ugly hardships; that he may add to his own strength and wisdom the strength and wisdom of the past ages; it is that he may find his own relation to the eternal, that the child, equally with the grown person, turns to the songs which ravish the ear and gladden the heart.

It is the one office of reading in school to give the child that which will enable him to educate himself as far as reading will do it, and any child who leaves school, even at the age of ten, without an outline in his mind which shall serve him as a basis for future reading, either systematic or desultory, a plan by which he can go on educating himself indefinitely and intelligently, has been defrauded of the one thing that makes school worth attending.—Mary E. Burt, in "Literary Landmarks."

Pres. Carhart.—The article which commends so highly books as a substitute for a teacher is a little one-sided. Perhaps it was written before the day when the importance of the library was recognised. But this fact should not detract from the good in the article.

A man went to a certain place and after

being there a short time said that a man had lived there. He knew this by certain tracks he found there. These were seen in a public spirit manifested in different ways; an excellent public library was one of the ways. If I were going to teach in the public schools of Minnesota there is one track I would leave. No matter what kind of a community it was—how backward or ignorant—I would leave this one track—a public school library.

A teacher can do nothing better for the children than to give them an appreciation of a library. Teach them to identify their lives with the lives of the best men and women the world has ever produced and make themselves "at one" with the best educators.

"So, while your reader lingers in the great world of poetic fancy and child-wonder, let him revel for a while in those enchanting idyls and myths which delighted mankind when the race was young and this earth was indeed a wonder-world. There he may find, apparelled in a dress adapted to our modern notions of propriety, "Hawthorne's Wonder Book" and "Tanglewood Tales" and in Kingsley's "Greek Heroes." Later he may read the no less charming myths of our own northern ancestors, and the world-famous legend of the Nibelungen heroes. Then by a natural transition you advance into the border land which lies between the world of pure fancy and the domains of sober-hued reality. You introduce your reader to some wholesome adaptations of those Mediæval romancers which, with their one grain of fact to a thousand of fable, gave such noble delight to lords and ladies in the days of chivalry. These you will find in Lanier's "Boy's King Arthur," Bullfinch's "Legends of Charlemagne," and "Age of Chivalry," and other works.

"Do you understand now to what point you have led your young reader? You have simply followed the order of nature and of human development, and you have gradually—almost imperceptibly to yourself—brought him out of the world of child-



wonder and chivalric romance to the very border of the domains of history. He is ready and eager to enter into the realms of sober-hued truth. He wants to know something more nearly the truth than that which the minstrels and story-tellers of the middle ages can tell him. And yet he is not prepared for a sudden transition from romance to history. Let him read "Ivanhoe," "Story of Robin Hood," Lainer's "Boys Percy," etc. Can you withhold history longer from your reader? I think not. He will demand some authentic knowledge of Richard the Lion-Hearted, of King John, of the Saxons and Normans, and of the Crusades. Lose not your opportunity, but pass over with your pupil into the promised land. If you have succeeded in bringing him to the point indicated you have done much toward forming his character for life. There is little danger that bad books will ever possess any attractions for him."—Baldwin, in "The Book-Lover."

### Alumni.

Carrie Mason, '92, is teaching in Alexandria.

Mathias E. Moen, '92, has lately accepted a position as principal at Grand Marias.

Jessie Hunt, '89, formerly a teacher of the common branches and stenography in a business college in Minneapolis, is now in the public schools at Northfield.

Misses Emily Fisk and Margaret Walker, '92, have taken positions in Duluth.

Lafayette Adley, '89, late of the Normal faculty, is at present attending the state university.

Jessie Kenyon, '92, has intermediate work at St. Charles.

Zaidee Wedgewood, '91, is at Glenwood this year.

Serena Haugen, '91, is teaching at her home, Aitkin.

Helen Roberts, '91, has commenced her second year's work at Henry, S. D.

Miss Rosger, '88, University, '94, is teaching at St. Louis Park.

Among the Alumni who attended the Y. P. S. C. E. convention in this city, Oct. 14, 15 and 16, were Mabel Elliott, '86, Margaret Taylor, '88, Lillian Kenyon, '91, Bertha Wilson, '92 and Carrie Mason, '92. Miss Elliott has been a missionary in Mexico ever since she graduated from this school.

The literary column of "The Carletonia", October number, contains an address, "Christian Unity", (negative of the Freshman debate for the Plymouth Prize) by Jas. E. Jenks. It is needless to say that the writer received first prize. Mr. Jenks graduated from this school, class of '90.

### Correspondence.

LOS ANGELES, Oct. 1, 1892.

PRES. JOS. CARHART,

DEAR SIR: Yours recd. My records of the St. Cloud Normal are somewhat scanty. I however realized when there, what might be wanted within twenty-five years. A scrap book received the clippings of newspapers, mostly of the Journal. Mr. Gray took most of my library, and with it the scrap book. One catalogue was made in my time, of which probably you have a copy, for a stray Journal-Press falling into my hand, during Prof. Gray's principalship, states that a copy was found in overhauling the library. I did not bring a copy across the Rockies.

The school was established by the legislature in the winter season of 1868-9. \$10,000 given for building to be followed by \$65,000 in due time. School started in September, 1869, in the old Stearns House, partly fitted up for the purpose. Two assistants in the Normal, Mrs. Sanderson, and a woman whose name I cannot remember, but whose place was soon filled by Miss Carrie Hanens. Miss Cornelia Walker, now of the Normal of San Jose, Cal., and Kate Elliott, now of the Girls' High School in San Francisco, were in charge of the Model School. Started with 30 in Normal class, soon increased to 50 where it essentially re-

mained for five years, there being no more room.

The \$10,000 was put into a fine granite basement, the stone being brought across the river on the ice in the winter of 1869-70—then years of waiting; time lengthened; at last one year by unlucky speech of a member who thought he was doing us a kindness and making an undying reputation for himself; then \$30,000. Basement cut down for a smaller building, and A. Montgomery took contract for \$23,500. Rigid economy carried it through and too much praise cannot be given this honest contractor.

Local members of the board had been N. H. Barnes, Judge Hamlin and Banker Smith, J. G. I think his initials are; efficient, capable gentlemen all. Eighty-one graduates had been sent out when I left in 1875. Many have risen to high rank. One lady of the first class is now among the most efficient county superintendents of this state and serving her second four-year term. The growth and progress of the school has been rapid and satisfactory in the many years since I have personally known it.

I am sorry my information cannot be more definite of its first six years, but time plays sad havoc with one's memory.

Very truly yours,

IRA MORE.

\* \* \*

MINNEAPOLIS, MINN., NOV. 17, 1892.

EDITOR OF THE NORMALIA:

In the regular October issue of your valuable paper published about the middle of November, I notice an item that is slightly misleading. In commenting on the trial in which your worthy business manager was convicted of petit larceny, you say in substance, "that the counsel for the prosecution cannot collect his fees because the trial was in the district court, and he had not been admitted to the bar." The trial was not in the district court. The warrant upon which the offender was arrested was issued and signed by Mr. A. Justice of the Peace, who also tried the case. Of course I understand that the misrepresentation was

not intentional on your part, and that you are only too glad to receive the correction. When you reflect upon the fact that a justice court has jurisdiction in all cases where the value of the subject matter does not exceed \$100, you will readily see the folly of trying a business manager of the NORMALIA in the district court.

HENRY FUNKLEY.

\* \* \*

EDITOR OF NORMALIA,

St. Cloud, Minn.

DEAR SIR:—The article in the September issue entitled "The Normal School" gives all credit to Messrs. Brooks and Putnam, but entirely overlooks the true founder and father of the American Normal school, Horace Mann.

Deeming it fair and just that honor should be given where it is due, I send the following as an appendix to the above-mentioned article:

It was Horace Mann, who, as a member of the Massachusetts legislature, introduced the bill establishing Normal schools and a state Board of Education; it was Horace Mann who was the chief advocate and defender of that bill in its struggle for passage; it was Horace Mann who bore the brunt of battle as the first Secretary of the Board of Education which his bill created; it was he who superintended the establishment of the first Normal school of the new world at West Newton, Mass.; it was through his untiring zeal and industry that this school was made a success in spite of all obstacles which ignorance and prejudice brought to bear against it.

It is not necessary to go into detail as the facts of history are easily available to all interested (and all teachers should be interested) in that noble man to whom the schools of America owe so much.

Very truly yours,

J. F. MACKEY,

New Brighton, Minn., Oct, 28, 1892.

Good, furnished room, large enough to accommodate two gentlemen, for rent, at 503 Fifth ave. Apply to Mr. Lovell at his St. Germain shoe store.



## Literary Society.

At the last regular meeting but one of the Normal Literary Society the following officers were elected:

President, George Woodworth; Vice-President, Winifred Kenely.

The president has appointed the following to serve during his term:

Sergeant-at-Arms—Mr. Zech.

Program Committee—Laura Hart, chairman; Jessie Polley, Nettie Sanborn, Frank Smart and O. J. Arness.

Excuse Committee—Grace Noyes, Bes-sie Cambell, George Butler.

Miss Eleanor Cramb, who so faithfully served the society as secretary since last April, has been obliged to resign her position on account of lack of time to attend to the duties of the office. Miss Grace Lee will act as secretary for the unexpired term.

The Society has decided to hold an open meeting four weeks from last Friday night, for the purpose of entertaining the members and friends of the school. A program will be given which will consist of musical and literary productions and will be both entertaining and instructive. A good time is expected and all are earnestly invited to attend.

During the last regular meeting which was held Friday evening, Nov. 18, a considerable amount of business was transacted in a few minutes. This might always be the case, but as it is, is seldom true. Often the business meetings are prolonged, by argument and discussion, beyond the time at which they should expire. Such proceedings are frequently a waste of time, very uninteresting and harmful to the interests of the Society.

The following program will be given at the next meeting, Dec. 2d:

Duet—Miss Skinner and Mr. Colgrove.

Paper—Mr. Wisely.

Debate: Resolved that the steam engine has done more for man than the print-press.

Affirmative leader, Miss Stevens; assistant, Miss Sherman.

Negative leader, Miss Lee; assistant, Miss Hayes.

Quartet—Miss Barnes, Miss Swift, Mr. Butler, Mr. Woodworth.



## ART OF CHRISTIAN LIVING.

When you think, when you speak, when you read,  
when you write,  
When you sing, when you walk, when you seek for  
delight,  
To be kept from all evil at home and abroad,  
Live always as under the eyes of the Lord.

Whatever you think both in joy and in woe,  
Think nothing you would not like Jesus to know.  
Whatever you say, in a whisper or clear,  
Say nothing you would not like Jesus to hear.

Whatever you read, though the page may allure,  
Read nothing unless you are perfectly sure  
Consternation would not be seen in your look,  
If God should say solemnly, "Show me that book."

Whatever you write in haste or with heed,  
Write nothing you would not like Jesus to read.  
Whatever you sing, in the midst of your glees,  
Sing nothing that God's listening ear could displease.

Wherever you go, never go where you'd fear  
God's question being asked you, "What doest thou  
here?"

Whatever the pastime in which you engage,  
Turn away from each pleasure you'd shrink from  
pursuing,  
Were God to look down and say, "What are you  
doing." Sel.

Topics for Wednesday evening meetings:  
Nov. 30, Whom will ye Serve? Josh.  
24, 15, I Kings 18, 21-40.

Dec. 7, Christ's Personal Commands.  
John 11, 43; Luke 9, 60; Matt. 9, 28.

Dec. 14, Missionary Meeting. John 4,  
28-42.

Dec. 21, Christmas Service; Do I Need  
Christ? John 15, 1-7; Luke 24, 29.

Miss Barnes brought a very interesting  
report from the state convention and says  
she enjoyed her trip very much.

During the last month twenty new names  
have been added to our list of members,  
making a membership of nearly sixty.

The Association has subscribed fifteen dollars to the work of the Y. W. C. A. in the state. This is to be paid from the regular dues of the members.

## Personals.

Miss Coombs, who has been home to Morris, for a few weeks, has returned and is in school once more.

Mr. Andrew Fritz paid a visit to the Normal near the last of October.

Miss Ione Hall is again ranked as a student. We hope her eyes will give better service after their rest.

Miss Eleanor Cramb entertained a dozen young ladies from the school at her home Halloween.

Miss Reddick's sister has come to join the ranks after Christmas. They have left the Home and are staying with a private family.

Miss Penny from Pope county, is back and at work in school again.

Miss Sue McDavitt's parents arrived at the Home Thursday. Her father left for his home at Quincy, Ill., Friday morning, but her mother expects to stay over Thanksgiving.

Miss Knudson met with an accident Friday evening in the shape of a fall. It is hoped that her ankle, which was hurt, is not sprained and that she will soon be around.

Miss Edith Shea is also suffering from a similar ailment.

Olaf Lein, who won the prize guessing at the number of apple seeds in a dish, is now a firm believer in that method of procedure, and does all his reciting now by guesswork.

James Maybury will very likely be a poet in the future. If you don't believe it just call and see a certain small basket which he has.

David Abbott, Geo. Fryer and Martin Iverson were in St. Cloud on the 12th.

It is reported that a bicycle was left on

the steps of the Ladies' Home on Halloween for one of the ladies. Miss McD— looked very firey the next morning, but of course none of the boys knew anything about it.

Mr. Cederstrom, on account of sickness, has been compelled to leave school. We hope to see him back soon.

Misses Edith and Sybil Shea, who left school some time ago because of Miss Sybil's sickness, returned to take up their studies again on the 24th ult.

James Wharton, class of '90, while riding on his bicycle at Buffalo, had a collision, the effect of which was that he broke both arms.

## Locals.

Cleveland is elected,  
Ta-ra-rum.

Harrison is defeated,  
Fe-fi-fum.

The weather continues to grow colder.  
Skating is the order of the day.

Several new students entered school at commencement of this quarter.

The campaign this year seems to have awakened a high degree of patriotism in some of the students. Some of the most enthusiastic ones might have been seen the other night at the Democratic rally running races up and down the streets so as to get favorable positions to see the sights.

The following classes passed final examinations at the close of last quarter: Method in Grammar, Method in Geography, Pedagogical Reading, Pedagogical Geography, C Penmanship, Pedagogical Arithmetic, B Eng. Zoology, B Lat. Zoology and B Lat. Algebra.

Mr. M.— of the faculty, has invented and put into operation an invention that proves beyond a doubt that he is a genius. On the morning after Halloween he had on exhibition from his window a new fire escape. It would seem as though he had been out the night before and had made use of the escape to regain his room.



Teacher:—It is an impossibility to walk unless you walk somewhere.

Mr. A., a pupil:—Where do the horses go that work the tread power?

G. L. Woodworth, of the Normal, has lately received a very choice assortment of *sour* grapes. See his new "ad" in the next NORMALIA.

Mr. M.—"Would fertility increase or decrease as we ascend the Mississippi valley?"

Miss C.—"Yes sir."

In chemistry.—"Mr. Beaker, please hand me a large-sized woodworth."

The young ladies at the Home had hoped to have a party on Halloween, but owing to the serious illness of one of the inmates, it had to be given up.

The pupils of the Normal school ought to receive religious instruction without going outside the faculty for it. President Carhart and Mr. Mitchell teach classes in the Methodist Sunday school, Mr. Wisely in the Presbyterian, Miss Lawrence in the Episcopal and Mr. Shoemaker in the Unitarian.

Miss Grace McConnell entertained a number of the Normalites at her home on Friday evening, Oct. 28, at a Halloween sociable. The usual Halloween games were tried with various luck. After spending an enjoyable evening the company returned to their homes to dream of their future fate.

The Misses Wright, Hart, Sherman, Hayes, Phillips, Collins, Larkin, and Swift entertained a company of their friends in the Home parlors on the evening of Nov. 11. The evening was spent in listening to a short program, playing games, and partaking of refreshments. They all report a very enjoyable time.

## Exchanges.

All honor to Columbus!

At him we ne'er will scoff,

Besides his great discovery,

He gives us one day off.—Alphan.

Be not simply good,—be good for something.

All of our presidents have had a good trade—cabinet making.

William Astor has promised \$1,000,000 to found a negro university in Oklahoma.

Pupil—When the sun cuts the ecliptic—

Teacher—Are not the sun and the ecliptic on good terms?—Golden Rod.

The United States is the only country in the world which spends more money upon education than upon war or preparation for war.

Fred—"You look tired, old man."

Ned—"I've studied pneumatics for two hours."

Fred—"Pneumatic tires are very common."—Carletonia.

Teacher in Logic.—"When we speak of a sweet face on what is the word sweet founded, on observation or experience?" Young Logician.—"It may be founded on both."

Question: "Give the derivation of pedagogue?"

Answer: "Pedagogue contains the root *pes, pedis*, meaning a foot, and—a—this—a. Well, pedagogues generally are people of good understandings."

Teacher—"Decline and parse 'quid.'" (Pupil resumes his seat.) "Stand up! why don't you answer?"

Pupil—"I simply declined and *passed* it as you requested."—Exchange.

It is said that there will be a convention of all the classes of '93 from all American colleges at Chicago during the World's Fair.

And by the way, could not our Normal schools introduce the methods of teaching the deaf and thus fit their graduates to teach the deaf also? It requires some special training for this work, but it seems to us the necessary instruction could be given during the last year of the student's course. There is a demand for good teachers of the deaf.—The Banner.

## GOOD ACTIONS.

The greatest pleasure I know, is to do a good action by stealth, and to have it found out by accident.—Charles Lamb.

# SAY, MY FRIEND!

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## METZROTH BROS.,

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Leave.	Limited.				
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Minneapolis.....	4:55	...	6:30	...	8:35 5:30
St. Cloud.....	7:15	...	11:50	...	11:07 8:22
Little Falls.....	8:20	...	1:00pm...	12:15am	9:25
Brainerd .....					10:30

### GOING EAST.

Leave.	Limited.				
Brainerd.....			†5:30am...		
Little Falls.....	*8:15 am...	6:30	...	*3:00am	†2:20pm
St. Cloud.....	9:15	...	7:40	...	4:07 3:20
Minneapolis.....	11:45pm...	10:00	...	6:30	6:00
St. Paul.....	12:15	...	10:30	...	7:05 6:30

\*Daily via Staples. †Daily except Sunday to and from Brainerd. ‡Daily except Sunday via Staples.

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